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JOURNAL of EDUCATION

A. E. WINSHIP and A. W. BELDING, EDITORS

ISOBEL R. LAY, MANAGING EDITOR

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EDITORIALS

Officer of the Day

BOTH the administrative and instructional staffs of Miami University feel that the officer-of-the-day plan has been productive of much good. The administration has been informed concerning many large and small matters that needed attention; possibly a great many of these matters would have gone undiscovered for some time. The professors appointed as officers of the day favor the plan. Probably it is only human that they are willing to inspect the buildings of the university and to inquire into the needs of various departments when such action is taken with the approval of the president's office. Then, too, the individual serving in this capacity has an opportunity to confer with the president and to suggest recommendations for the improvement of the material and instructional facilities of the institution. He feels that he is something more than a mere cog in the academic machine. In general the plan does much to promote unity, confidence, mutual understanding, and co-operation between the administrative and instructional staffs.

It has been suggested that students also may be used to advantage as officers of the day. Certainly, a third point of view would thus be brought to bear on the problems considered by the administrative and instructional staffs. There seems no adequate reason why the plan as outlined above, with any necessary modifications, could not be applied at the elementary and secondary school levels, as well as in other colleges that have problems similar to those encountered by Miami University.

Education of Negroes

ONE of the interesting features of education in the South is the opportunity given the colored youth to obtain an education, and the readiness with which they avail themselves of the opportunity. In Memphis we recently saw a public high school for colored youth

which cost $350,000, and the equipment was in every respect the same as that in the schools for white youth.

The best statement we have seen was by Alene Seaton, special supervisor of kindergartens of Louisville, in a paper read before the "Warren Memorial," an important religious organization.

The paper was entitled "The Negro as a Student." Louisville operates sixteen colored public schools, one Normal School, one High School, which has commercial classes; seven kindergartens; one fresh-air school, two nutrition classes, and classes in home economics and manual training. These schools are equipped with medical inspection, nurses, doctors, truant officers and the facilities common to all the Louisville schools. These doctors, nurses, supervisors of music and of physical culture are colored. Other supervisors are white. A notable colored university—Simmons'—is a part of Louisville's colored activities. It has four hundred scholars. Other colored universities in Kentucky are Lincoln, near Shelbyville, and one at Nicholasville.

Sixty per cent. of colored students graduating from Louisville's public schools continue as university students. Only two per cent. of all the negroes who have ever attended universities in the United States have been convicted of crime. The number of colored pupils graduating from Louisville's colored high school February 26, 1926, was thirty-six; in June the number was sixty-six; total for 1926, one hundred and two.

Louisville has now ten colored lawyers, sixty physicians, one public accountant, accredited by the State board; two banks, two prosperous insurance companies, innumerable nurses, three hospitals, seventy-five churches, five newspapers, and a number of poets and writers of books and negro melodies. They have their own swimming pool, parks, and playgrounds, each carefully elaborated for best uses.

Vocational Education in Fresno

WE HAVE known no educational survey more complete or more valuable than that of Vocational Education in Fresno, California. It is one of the few surveys in which the three agencies concerned actually cooperated in planning and carrying out the study. The three agencies—the community of Fresno itself, the State Department of Vocational Education, and the University of California—have each in some measure participated in the investigation. The survey is unique in that it has been actively directed and the detailed studies conducted by the men and women who are carrying out the recommendations. It is a case of those already cognizant of the problems becoming more thoroughly acquainted with the ramifications of those problems, and building thereon a wider and more intelligent program of vocational education. It is mainly a self-survey by those responsible for carrying out its recommendations.

The report is a report of accomplishment. As the study progressed needed changes were made and a new program instituted where recommended. The Fresno survey is therefore a living survey and not a dead record.

Educationally the report has a philosophy of education underlying it, and an ideal of school administration is represented.

The report is an effort to get the facts necessary to permit schools to meet community needs as these are seen by persons in touch with community problems and vitally concerned in them.

What Is Your Professional I. Q.?

[Answers will be found on Page 606.]

61. Who is State Commissioner of Pennsylvania?
62. What school book publishing house with three brothers is having exceptional success?
63. What specially important educational service is Dr. Thomas E. Finegan rendering?
64. What woman has rendered the cause of public school music eminent service?
65. Who had the first famous summer school on an island in Buzzards Bay?
66. What woman was the eminent promoter of free verse?
67. Who has been the national leader in the championship of Vitalized Agriculture?
68. Who is the present brilliant champion of individual instruction?
69. Who is the most captivating woman speaker on rural school improvement?
70. Who is the president of the World Federation of Education Associations, and where is the second annual meeting to be held?

There are 664 public schools in New York; thirty-seven of these are high schools.

"Life's Glories"

THOSE who heard Dr. James L. Hughes of Toronto at the Dallas meeting, especially those who have heard him on various occasions in the United States in the last forty years, will be interested in knowing that the Oxford University Press of Toronto has published, under the title "Life's Glories, How to Keep Them," two hundred and fifty poems gleaned from the seven volumes of his verse. No other professional and devoted school man on either side of the border has written so much of verse, or as good verse, as has Dr. Hughes.

"Life's Glories" have been selected from seven books and published in one book because of the following appreciation received by the author:—

"I am deeply grateful to you for writing so many beautiful things which comfort footsore and weary travelers on Life's dusty highway. I so often pick up one of your books, when I feel baggy at the knees, and frayed at the edges, and I always get what I need. You have made many people happier and better. I am one of them."

The following flakes of autobiography are precious to those who, like the editor of the Journal of Education, have known James L. Hughes delightfully for almost half a century:—

"I was born in Paradise in a beautiful Wildwood, and I have been in Paradise every day of my life. My parents never interfered with my freedom, nor put a prejudice in my soul.

"The woods have been my Sanctuaries for eighty years, in which I could become most conscious of the Divine; but I loved devotedly all the glories of the earth and sky since my early boyhood. Dawn and eve-glow; mountains and rivers; wild flowers and bird songs; the moon and stars; the movements of the planets and the change of seasons; and the mighty oceans, have kindled me with visions of God and the glory of His works. My mind has been developed, and my soul thrilled and illuminated by the marvelous beauty of a single fern spore under a microscope, and my study of astronomy from thirteen to sixteen revealed to me the infinity of the Universe, the power of God, and the splendor of the possibilities of Life's Glories.

"I wrote more than a hundred poetic efforts to express my feelings and my youthful visions of beauty and sublimity, while on my father's farm.

"I graduated from the Normal School when I was twenty, and then till I retired when sixty-eight, I was too busy writing prose to have time to write poetry. In the last twelve years I have written seven volumes of poetry for my friends."

Webster and Cassidy, Rotarians

W. F. WEBSTER, superintendent, Minneapolis, and M. A. Cassidy, superintendent, Lexington, Kentucky, are to go to Europe for a month at the expense of the Rotarians of those cities. They will attend the meeting of the International Rotarians. There are undoubtedly other Rotarian superintendents equally fortunate, but we chance to know of these two. There is no organization of an international character in which school superintendents receive so large a share of the honors. Mr. Cassidy is one of the seniors in point of service as city superintendent in the country, and Mr. Webster has served the city, first as high school principal and later as superintendent, for many years, and it was no "joy ride" to accept the superintendency of Minneapolis at the time he was elected. He has demonstrated that he is past master in the art of solving vexatious problems. Mr. Cassidy is not only noted for length of service but for the development of one of the best school systems from every angle in the entire United States.

The Utah State Prison has recently had a critical study made of the prisoner. Of the 166 men only two had been to college; only six were high school graduates, forty-three had no occupation, practically none had any skilled occupation, none had had vocational education.

Remarkable Park Commission

WE RECENTLY referred to the Westchester County (N.Y.) Park Commission in an editorial on "New Rochelle Personality." The annual report of this commission recently issued carries the following significant words:—

15,289 acres of park and parkway lands
9 miles of shore and beaches
140 miles of parkways
to promote the welfare,
orderly development and growth of
Westchester County
by providing recreational areas,
healthful and attractive living conditions,
safe, adequate, and
convenient traffic ways
and to
preserve for our own and future generations
some of the charm and natural beauties of
Westchester County for the refreshment of
mind and body and the well being and
happiness of its people.

The Journal of Education for June 6 will be "Boston Latchstring Number." Don't miss your copy!

Belding's Page

ONE OF EDUCATION'S RIVALS

ONE of the most powerful foes of education is—the Luck Theory. Boys and girls are constantly hearing of someone who prospered by good fortune. They are quick to note those occurrences. The path of learning is so long and toilsome. Is there an easier way? Yes, there is the way of Luck. To them it looks like a good way. Some of them decide to try it.

Testimony to the importance of luck has recently been given by Bobby Jones, the king of golfers. Jones says there is no discounting the fact that the variation of a few inches in the spot where the ball lands may determine the game. The player has no say whether the ball shall hit a tuft of grass or some depression that shall bounce it out of its true course or set it further on its way. A lucky shot may not only bring the victory nearer by that much, but may, as Jones phrases it, "transform a listless human into a whirling dynamo." Luck affects psychology and morale, and these have an immense bearing upon success.

So Jones is right about luck having a big share in golf. It has a big share in life also. And it makes no difference whether you take luck to mean interference by spirits of the air or just the circumstances which surround and condition our acts.

So this foe of education must be allowed to carry off the prize, must he? Not at all.

Did luck ever make a Bobby Jones? Or a Babe Ruth? Or a Thomas Edison? Or a Benjamin Franklin? Or an Abraham Lincoln? Or a Calvin Coolidge? Or a Woodrow Wilson? Luck undoubtedly put opportunities in their paths. But the thing that counted was their readiness, through patient self-mastery, to grasp those opportunities and turn them to account.

A story is told of President Coolidge and his son who is now dead. The boy was telling his father about an examination he had just taken in school. He said he would have passed with a high mark if the paper had not contained a number of questions he did not expect. Mr. Coolidge replied: "I have spent my whole life planning to meet the unexpected."

In that remark the President routed the Luck Theory. The trouble is, however, that it comes back, day after day, in every classroom, and has to be routed all over again.

GREATER THAN OUR SKYSCRAPERS

NOW and then comes a visitor to this country who sees what most of them miss. The Rev. Dr. Herbert Brook Workman, principal of the Westminster training college, London, happens to be in the school business, and this spoils it a little. But here's the story.

The thing that impressed this English observer was not our skyscrapers, but our colleges. The vast outpouring of money for education; the colleges and universities being built and maintained—these were the thrilling developments in America.

"One could wish that in many colleges education had struck its roots deeper," this Englishman ventured by way of criticism, and then added, "but that will come in time." As of course it will.

The colleges and high and grammar schools of this country may easily escape the notice of the casual tourist, who returns home supposing he has seen America and is qualified to write and lecture on the theme "Money-Mad America." Not all of America's attention is given to getting money. A good deal of it goes to the problem of where to spend money that it may yield the best fruits to civilization. Naturally enough the conclusion of many is that the schools and colleges are the investments paying largest dividends to the present age and ages yet to come.

A DUTY TO DEMOCRACY

THIS is a testing time for school principals with regard to democratic ideals and the ability to attain them. The close of each school year is marked by school festivities which tend to become highly elaborate and costly affairs. Every year's graduating class endeavors to set a somewhat faster pace than that of the class which preceded it. Graduation suits and dresses must be finer and more expensive. Invitations, class annuals, rented halls, orchestras, all must be a little more exquisite. All these indulgences press with heavy burdensomeness upon the families of the poor or those having moderate incomes. A majority will struggle through and make the sacrifices necessary to keep up with the procession. A small minority either cannot or will not do this.

Public schools should keep down the standards of spending for school functions to a modest minimum. The schools of a democracy are no place for vulgar emphasis upon snobbery or distinctions of wealth. That graduating class has most cause for pride which can show the greatest amount of good taste achieved through simplicity. Principals and teachers have an important work to do in shaping class plans and policies so as to prevent the schools of the common people becoming centres of unhappiness and social emulation.

Anson W. Belding

Associate Editor.

For Instance—Reading

By W. B. LINDSAY

LISTENING to the discussions, written and spoken, of the schoolman of today, one is reminded, in some manner, that history seems to repeat, and progress while it may be upwards is, in form, a cycle. Much is said and much is written about method, content, curriculum and so forth, but so much of it has the familiar ring of the talkers of classic antiquity. The more energetic of the attention-getting and much-touted theories of education seem to depend very often upon the eloquence and geographic immanence of their chief promoters, rather than anything startlingly new or effective in the system itself. The present writer has often had occasion to note and the temerity to express the thought that almost any system of instruction will get some results if the instructor has strong personality and the ability to "put his stuff across."

Is it heresy to observe that a suspicion keeps persisting in our mind that frequently, in the multiplicity of books and demonstrations of method, the chief function of education seems to be overlooked or receive but scant attention? At the outset we confess to our sympathies with the statements "the child is the centre of the curriculum" and "trained to meet life's changing conditions." About these things we can speak quite feelingly as we think of our experiences as a pupil, a teacher, and an ordinary mingler with the crowd of "people on the street." A room-mate at university used to put the whole matter, humorously but succinctly, when he said: "School would be all right if it weren't for the classes." And he was a splendid student who did not need any driving. It has been in our thoughts many times that so many of our energetic pedagogues are so busy defending a thesis that they overlook their teaching.

Take such a common subject as reading, so that we might objectify our philosophy and provide food for reflection. One primary supervisor told me recently that many methods that had come to her for check, in actual practice were impractical and seemed to have been prepared in almost total ignorance of the child. It would almost seem, when one stops to consider the matter, that theories are sometimes spun out of the author's being, spiderwise, in the seclusion of his study and thereafter hung upon the children who have, to this point, been growing naturally in the garden of youth, nurtured by the winds and dew of "the world so full of a number of things." The result of this state of affairs is that many children develop bad habits in reading followed by a distaste for literature and, in too many instances to be gainsaid, a lack of ability to study. Meanwhile the educational world resounds with the discussion of the experts.

The arguments run pro and con about "phonics," "flash cards," "factual or fanciful content," and so on, and there are doughty knights ready to try their pen or voice for the honor of their particular theory. We have waded through many reports and read many volumes and listened to lengthy discussions on this and that point, and ever and anon the picture of the innocent but, ofttimes, weary child comes to our mind. Truly children are wonderful, and seem to come through, many times it would seem, despite our teaching.

While we may not be able to express ourselves with the scientific terminology necessary to the subject, nor yet to add one scintilla of light, perhaps we may be permitted to offer these few observations, the observations of one who learned to read before he attended a formal school. To our mind it would seem that there is not a child who would not gladly and voraciously devour all the reading material we might give him, if the content is interesting and appropriate to his development, if only the mechanical difficulties were overcome, and that in a fashion that would not give too much emphasis to the mechanism. As we have confessed, we cannot tell how we learned to read, but read we did, and the books we read ceased to be symbols imprinted upon paper. We saw and heard and felt beyond the symbols, and lived in the life of characters and because of this feeling we were considered "a good reader" when we read aloud. In fact our imagination colored our intonation without any artificial stimulus from the teacher. If in our teaching we could stimulate the child to develop upon his own initiative, that would be teaching indeed, it would be education indeed.

It has seemed to this writer that the history of the development of writing or conveying thought contains the suggestion of the explanation of our proper attitude in instruction in reading. The attempt has always been to symbolize thought in such fashion as to suggest the thought of the writer to the reader through the symbols. In other words the reader is expected to work back through the symbols to the circumstance surrounding and the resultant reactions of the person so expressing himself through the symbols. Thus we have gestures, signs, pic-

ture writing, and so on through various transitions to our present script and type symbols, and, whether it be gestures or our present type symbols, these are the means to the end that we may get the message or ideas of the person so expressing himself. We might sum up the thought of this paragraph in the statement that reading is a means to an end and not an end in itself.

With a bow to the recapitulation theory, we are inclined to believe that a rapid development on the basis of the development of the race in thought expression is the logical process in teaching reading. Of course we realize that, of necessity, the individual will carry back with him in his attempt to interpret the expression of other individuals something of his own experience that will, in a measure, color and interpret that expression. This dual process comes to focus in the person who is taught to read. To be specific, when the child comes to the point of instruction in reading, he comes with previous thought experience, which experience may be little or much, depending upon his home life. Whatever his experience we have first to deal with the fundamental concepts upon which we may base our reading instruction. Authors have recognized the necessity of preparation for reading, but this has so frequently been secured by merely simplifying the primer to inanity. Others have attempted to build up a mere knowledge of words in preparation for the primer, but here, also, in elaboration of futility and with no apparent attention to the real root of the matter.

We have been told by primary supervisors that many children come to school, perhaps the children of foreign parents who speak another language in the home, who have not the concepts necessary to reading in our language. The first task of the teacher will be directed towards the mental life of the child. Much can be done by skilful questioning and conversation on common-life topics, but this must be amplified in such fashion as to give the child an opportunity to do something for himself. As one speaker, at a recent state convention, put it, we must go from the concrete experience to the abstraction and in this way demonstrate to the child, and give him the ability to recognize, that words are symbols of ideas. It seems foolish to expect children, who by their very nature are not analytical, to work on the basis of analysis. It will be sufficient at first if they are able to recognize ideas through appropriate symbols. At the outset it is not important to be able to analyze the component parts of a word but rather to recognize the idea conveyed through the group of symbols. For this reason it is logical to start with the idea, pictured and motivated in a fashion that can be grasped by the child. These ideas may then be associated with the symbols and finally the symbols by themselves will suggest the idea. In this way we follow the natural method of development from the concrete to the abstract. One of the absurd methods has, too frequently, been to start the child with the analysis of letter symbols, phonic drill and all manner of mental gymnastics with the fond hope that this will give facility in reading. We do want facility in the use of the mechanism of reading, but above everything else we want the child to learn to probe the mystery of thought that lies back of the symbols. Phonics and other devices may have their place, but we want to be sure that they do not have over-emphasis and, in the case of the phonics, that we do not lay the foundation for improper analogy.

It would seem to this writer that proper development in primary reading, where the child has first the concept, then the association with the symbol and finally the ability to catch the thought through the symbol, that we have the foundation of proper habits of study. Reading, once properly started, is a cumulative thing and experience will lend power and the fruition of thought develop ability and taste. With the proper approach it will not be necessary to drive the young to reading the rich heritage of the ages hidden in the covers of many fascinating books. But we read with our whole mental equipment and not merely with our eyes and voices, and—that is the crux of the whole matter.

"When Reading Is a Sport"

By ANNE CARROLL MOORE
Supervisor of Children's Work, New York Public Library

READING is no longer a passive indoor exercise—a something to do when nothing else can be thought of—a way of passing time or a straight road to knowledge.

"It's like any other sport and it's about the best sport there is," declared one small boy long before Gene Tunney's record as a reader of Shakespeare, Browning, Keats and Tennyson, Samuel Butler, Dickens, Cooper, Jack London and Jeffrey Farnol was published.

Charles Dickens is not the only example of a boy "reading for life."

London, Paris, and Berlin, as well as New York, Chicago and Boston, shelter many another boy and girl who is reading for life. East and West from countryside and city street, they spring up to claim their share in something that belongs to them on the same terms as air and sunshine, namely the books of their need and their voluntary choice. The out-

standing book in popular appeal in a certain children's reading room of thirty years ago was a book of colored plates of trotting horses, reinforced by such horse lore as I could then assemble in popular form.

Today "The Arcturus Adventure" of William Beebe is one of the first books I would choose to prove to boys and girls that to scientist or artist reading may be as much of a sport as to one of their own peers.

Religious Education in New York City

By OLIVE M. JONES
Public School 120, New York City

A WIDELY awakened interest in character training in connection with the interest in crime, especially juvenile crime conditions, inspires me to call to your attention a movement among teachers which has great significance and great possibilities.

The teachers have voluntarily undertaken to support after-school religious education as the foundation of all character training. Each faith supports its own centres where teachers carry on the work of teaching the fundamentals of each faith and of all religions. Annually, meetings are held of the teachers whose dues and contributions support this work of after-school religious education.

Theta Pi Alpha, which is the name of the Catholic teachers' organization, held its annual meeting on March 5. The Protestant Teachers' Association held its annual meeting on April 8 in the first Presbyterian Church. This does not mean that the organization is Presbyterian. As a matter of fact every form of Protestant church organization is represented in the Association.

Dr. Frank J. Arnold, a district superintendent of schools in New York City, said in his opening remarks as president of the Protestant Teachers' Association:—

"The decennial year of the Association might be characterized by one word, growth. Growth in membership, growth in activity, growth in harmony with other agencies of our faith, and with those of other faiths who are doing the same work. This growth has caused a wave of enthusiasm to invade all the boroughs, stimulating interest in all the phases of religious work."

Mr. Arnold then spoke briefly on "The Message of the Church to the Individual." He said the present tendency was to credit all good works to philanthropic organizations or individuals and to charge the church with being barren of results if measured by ameliorating deeds, directly done.

He concluded with an appeal for greater service on the part of the six thousand members of the Protestant Teachers' Association, urging them not only to give the dollar from their purse but also the best from their hearts to awake the children of our faith to their need for religion and to instruct them in religious truth.

The chief address was made by Dr. Hugh S. Magill, general secretary of the International Council of Religious Education and formerly field secretary of the National Education Association. He laid emphasis on religious education and on the co-operation of church and state, although separation in control is essential was manifest in his statements, in which he said:—

"If we fail to teach young people reverence for God and His laws, how can we expect them to have regard for civil law and the rights of their fellowmen? The institutions of society are dependent upon public and private morality for their very existence, and nothing is more conducive to sound morals than religious convictions. Religion is an essential element of education not only for the individual and for the church, but no less for the welfare of the state.

"It is conceded that the state cannot formally teach religion in the public school. The preservation of religious liberty makes necessary the separation of church and state. But this separation is one of function and not of interest, for both church and state are vitally interested in developing a righteous citizenry, to which religious ideals and convictions are most conducive.

"In the co-operation of church and state it is highly important that the attitude of the teacher in the public school shall be such as to encourage religious ideals, and to exemplify qualities of character and personality in harmony with such ideals. The atmosphere of the public school should never be antagonistic to, but always in harmony with, the highest religious concepts of man's relation to his God and to his fellowman.

"Both the church and the state co-operate with the home in the nurture and training of the child. This co-operation cannot be most

effective unless the church and state co-operate with each other, each recognizing and respecting the functions of the other. Those having charge of the administration of the public schools should have a sympathetic attitude toward the church in its efforts to give religious nurture and instruction to the children. They should make such adjustment of schedules as would make it possible for parents to take advantage of opportunities furnished by the church for the religious instruction of their children."

Miss Mary W. Newton, Education director for the Protestant Teachers' Association, gave some statistics which should be instigating to church members, if they read what public school teachers have done in their after-school activities:—

"The teachers of Protestant, Catholic, and Jewish faiths are all earnestly seeking to establish training for their children, that honesty, truthfulness, righteousness and brotherly kindness may be found in the character of the citizens of tomorrow.

"Do you know any true teacher who would not stand back of such a proposition? To do this, each of the faiths is establishing classes or schools of religious training for their own children. These schools are called 'Week-day Schools of Religious Education' or 'Centres.'

"It is always real fun to answer the question —'How large is the membership?'—because the answer always evokes such surprise and congratulation on the part of the questioner. Let me give you the latest statistics for the year, and I am quoting only those members who have paid their dues for 1927: Brooklyn, 2,944; Manhattan, 1,635; Bronx, 691; Queens, 905; Richmond, 202—total, 6,377; for in addition to this is a considerable number that have not yet turned in their 'dues,' as well as a large group of associate members who are not teachers, but friends interested in the movement for a better citizenship.

"How is the organization financed? This question can be answered quite simply—the dues, for nine-tenths of our budget comes from that source. We have contributions now and then from churches and individuals which are always a source of gratification, for they come, not in response to any begging, but as appreciation of work done or sympathy with our purpose. Last Christmas a Mason of the city sent us a Christmas gift of $25, and 1927 has sounded a new note of financial progress in the single gift of $4,000 to be put into the work that the P. T. A. is doing. This will be kept as a special fund for special purposes. We have one other special fund known as the 'Kate B. Valance Memorial Fund' in memory of our first secretary who was devoted to the work. The interest from the fund is used to purchase Bibles as rewards for the children of our centres. We would like to see this gift enlarged by gifts. We have raised among our members additional money for two outside projects—the Cathedral of St. John the Divine, and the Metropolitan Federation of Daily Vacation Bible Schools. The contributions from members of the P. T. A. for the Cathedral to date amount to $3,527.95.

"What does the director do? Just what the title signifies—directs the work in both its executive and educational branches. It is her special work to arrange for the opening of the week-day schools carried on directly by the organization: to plan the curriculum, secure the teachers, make arrangements with the churches, visit and supervise the schools when established.

"When the Protestant Teachers' Association first started, it established a centre wherever the call came from a church or from a member. The churches began to awaken to the movement and the Greater New York Federation of Churches established a department of week-day religious education and installed a director. The Brooklyn division of the Federation did likewise, so that two fine departments are now actively and rapidly engaged in the work. With them our organization co-operates in every way that we can—members of our Governing Board and organization serving on joint committees. In Queens a similar co-operative work is being developed. In addition the Protestant Teachers' Association still maintains twenty centres under its own direct supervision and thus takes an active part in religious education both directly and indirectly."

It was interesting, instructive, encouraging, to note how this revival of thought about religious education expressed itself. There were fewer formal addresses on the subject than on many previous programs, but there was much more lobby discussion of the question. Those who are regular attendants at conventions know that the lobby and hotel corridor discussions of issues are often more truly reflective of the mind of a convention than the program addresses often are.

There were two formal addresses on the subject by Superintendent Thomas R. Cole of Seattle and Superintendent Charles S. Meek of Toledo. Both Mr. Meek and Mr. Cole voiced the need. Mr. Cole takes very strongly the point of view held by most of our people—that school time is already too limited for the requirements of the curriculum as it is, and that parental responsibility and co-operation must be emphasized and secured.

Frequently one heard heated argument as to whether teaching religion functions in character. A state commissioner of education asserted that theology serves to separate, not to unite, people. Another replied that his statement is true, but that he is confounding theology and religion, and that the fundamental facts of belief in God as the Supreme Guide and Supreme Good, in the Ten Commandments as the elementary laws of good living, and in the basic virtues of mankind are the same in all theologies and constitute a religious education which is the right of every child to receive from each of the three great influences which mould his life—parents, teachers and preachers."

Training of High School Teachers

By R. H. SHRYOCK
Duke University

[Editor's Note.—Mr. Shryock reported at Dallas, as chairman of a committee including these other members: J. Lynn Barnard, Pennsylvania Department of Education; Julia Kock, St. Louis, Roosevelt High School; Frances Morehouse, Hunter College; Kathryn Shumway, Buffalo.]

EVERY candid observer realizes that those qualities which make for good teaching are native ability, experience and the mystical thing known as personality. The aim of a formal training is to prepare the student for a relatively rapid realization of the best teaching which his potential ability makes possible.

Prospective teachers should receive a full four-years preparation of collegiate grade, Approximately the first two years of these four should be devoted to academic subjects, the last two to work which is of a professional character. The strictly professional work should come in the later, rather than in the earlier years. The professional School of Education can require the equivalent of only a junior college training for admission, and can then add to that only a two-year professional course.

The four-year training recommended may be given in a Teachers' College or in a School of Education attached to a university. The Teachers College has usually a relatively weak academic department and a strong training department; while the reverse situation has often obtained in University Schools of Education.

No "blanket certificates" to teach all subjects in the high schools should be issued. Wherever practicable students should be trained and certified to teach only in the one field, e.g., in mathematics, or in the social studies.

Training of teachers should involve the following more or less distinct processes: (1) General academic training; (2) orientation in the content of the courses which are later to be taught: (3) professional work in general educational subjects; (4) training in the special methods of teaching the social studies; (5) observation and practice teaching; and (6) advanced work in any or all phases of teaching these studies, to be undertaken by teachers after they have had several years of teaching experience.

Positive points to be emphasized in the curriculum are as follows:—

(1) Academic courses in the social studies must include economics, sociology, and government, as well as history, for the simple reason that these subjects as well as history now contribute to the content of the social studies curriculum. Such academic courses should be entirely in the control of the respective arts departments, and should give the student some conception of the viewpoints and methods of the subjects concerned.

(2) Professionalized courses in the social studies are needed in order to insure adequate knowledge of high school subject matter on the part of the new teacher when he first begins his work. These professional courses should also offer opportunities for a certain amount of method training, in so far as it is possible to give a professional treatment to their subject matter. It should be more than a glorified high school course. Its content should be richer than the latter, to the degree that a teacher's knowledge should be richer than that of his pupils. If the majority of the students plan to teach in the junior high these courses should relate to the subjects taught in that school; if the majority plan to teach in senior high, the content should relate to the courses given therein. If there are two sufficiently large and distinct groups interested, respectively, in these two types of schools, two content courses could be given to fit their respective needs. In any case, the content of one professionalized course will relate largely to history, while that one here termed "Civics" will include elements of government and economics. It is possible that in the future every student will be asked to take more than nine hours of such work in order to cover all the ground he must teach. For the present only

the nine hours are recommended, for the reason that such "professionalized courses" are still of a more or less experimental character, and it is difficult in practice to find an instructor qualified to give them.

The methods content should relate to aims and values, testing, the curriculum, course and lesson planning, and methods in the narrower sense of that term. If for any reason it is impossible for an institution to give professionalized courses in subjects to be taught (as is recommended above), then the methods class content should include more professionalized discussion of high school subject matter than would otherwise be the case.

The teacher of the methods class should have received a training in both the social sciences and in education, and should be possessed of an enthusiasm for both of these fields. He should also have had at least several years' practical experience in teaching in the public schools.

The Pulitzer Awards are of greater interest to American people as a whole than are any other prizes, and this year they appear to be of exceptional interest.

Daily Radio in the Schools

By WILLIS A. SUTTON
Superintendent, Atlanta

ATLANTA has the distinction of being the first sizable city to adopt radio as a definite part of its school equipment. As a means of broadening the school horizon, of stimulating new interests and promoting teamwork throughout the whole organization, the radio has proved of inestimable value.

Radio is developing new life; it gets hold of that ethereal element known as the imagination. Curiosity is aroused. More information is sought. Purpose is strengthened and life ennobled by radio lectures and instruction. Life and thought is no longer circumscribed by narrow local limitations. Direct vocal, audible contact is established with the outside world. Great educators, statesmen, captains of industry, speak their messages directly to the student. Ambition is stirred. Brain cells previously dormant begin to function. A new growth and understanding result.

A schedule of radio classes broadcast through WSB, the station of the Atlanta Journal, gives each grade, both in the elementary and high schools, one radio period weekly. A special radio hour, for pupils and parents alike, is provided each evening.

This has been the best year in all Atlanta school history, thanks to the radio.

Early Education for Character

By CHARLES H. JUDD
University of Chicago

SPECIALISTS in mental pathology and certain psychologists who study intensively children of the pre-school age have laid great stress on the earliest experiences of the individual. They go so far as to assert that habits of emotional reaction and traits of character are fixed by the impressions of the first years of life.

There is doubtless much truth in these statements in so far as they apply to habits of emotional reaction which are allowed to continue without interference from later positive education. Children have fears and prejudices which often accumulate strength with the passing years. In some cases shocks received in early childhood are the sources of later disorganized states.

These facts are not sufficient grounds for the extreme position taken by those who attribute to the earliest years all of the fundamental traits of personality. Later education, where it deals explicitly with habits formed in early life, may modify these habits. Properly organized education often completely transforms the individual and absorbs early habits into newer and more rational modes of behavior.

The effort of the educator should be to guide at all stages emotional reactions and behavior into channels which will contribute to successful adaptations of the individual to the environment in which he lives.

The New York City Board of Education named the "John J. Pershing Junior High School," making an exception to its rule to name no school for any person living.

Letters of a Superintendent

SUPERVISORS SHOULD OBSERVE

To the Principals:—

A question has arisen as to whether a supervisor should at any time request a teacher to teach a lesson in the particular subject which comes under the supervision of a particular supervisor, and whether the teacher should be expected to do as requested.

Supervision of special subjects and, in fact, all supervision, is for the purpose of improving the teaching. No supervisor can improve the teaching properly under his or her supervision unless the supervisor has an opportunity to observe teaching.

It is reasonable and proper for a supervisor to request any teacher to teach a lesson in his specialty, and the teacher should without question comply with the request.

Personal and Professional

WALLACE E. MASON, principal of the State Teachers College—or State Normal School—Keene, N.H., has an unprecedented professional record for New England, and we suspect for the Northeast and North Central States. In fourteen years he has built up one of the two largest State Normal Schools of New England, the largest in 1926, second largest in 1927.

He took the school two years old with an enrollment of fifty. After two years it had but sixty-four; that was in 1913-14.

In 1915 it graduated only thirty-two. The institution was only five years old and he was only three years old as principal.

In September, 1926, it began the year with 537 students, of whom 267 were in three-year courses. This was an increase of 473, or 700 per cent.

In 1915 these thirty-two graduated; twelve years later there were 202 graduated, an increase of 170, or an increase of nearly 500 per cent.

From the smallest State Normal School in New England in 1915 it became the largest in 1926, and is sure to be first or second hereafter.

But the size is the least of its achievements. It has three-year courses and prepares teachers for junior high schools. Next September it will have four-year courses and prepare teachers for senior high schools in five subjects.

There are fifty young men, which is the record for a New England State Teachers College (or Normal School). It receives the Smith-Hughes appropriation, which is most unusual in New England. If there is a better record in these twelve years we will gladly record it.

—

MISS KATHERINE M. BENWORTH, who succeeds Miss Marion Coats as principal of Bradford Academy of Haverhill, Mass., the oldest seminary for young ladies in New England, has been headmistress of the Stevens School, Philadelphia, principal of the Friends High School, Moorestown, Pa., vice-president of the high school, Newtown, Pa., and was for a time on the faculty of the West Chester, Pa., State Teachers College.

—

WALTER S. HUNTER, Clark University, editor of "Psychological Abstracts," a new publication, H. S. Langfold, business manager, Princeton University, is making a valuable magazine international in character. He assembles non-critical abstracts of articles and books on psychology promptly, which is a service much needed, and occupies a field wholly neglected.

DOROTHY M. PRICE, School of Education, Cleveland, kindergartner professionally, is captivatingly clever in versifying for "occasions." At the banquet of the I. K. U. at its annual meeting, New Haven, she read many brief bits of verse created for that event. It was a series of mirthful explosions.

—

KATHERINE MARTIN, kindergarten department, School of Education, University of Chicago, at the International Kindergarten Union—the famous I. K. U.—banquet at the annual meeting in New Haven, April 28, made as brilliant an after-dinner talk as I have heard in months. She has the rare gift of making great fun without being silly, of characterizing real activities without caricaturing them.

—

ALFRED H. LLOYD, dean of the University of Michigan, died on May 11. He was stricken down in the midst of an address in the University auditorium. He had been dean of the graduating class in 1915. He was acting president of the University after the death of President Burton, in 1925. He was born in Montclair, New Jersey, January 3, 1864. He was a favorite in college circles, and was eminently efficient as a teacher and dean.

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JOSEPH K. HART, author of "Adult Education" (Thomas Y. Crowell Company), has had a varied educational career, using his experiences enthusiastically. He is a native of Indiana, 1876, had his boyhood in the "Hoosier Schoolmaster" life of Indiana, adding to his common school education the opportunities of Franklin College and the University of Chicago, practicing the art of teaching in Baker University, Kansas, the State University of Washington, Reed College, Portland, Oregon, with opportunity to travel in the United States and Europe.

—

WILLIAM McDOUGAL, who goes from a professorship at Harvard, which he has held for the past six years, to a professorship at Duke University, North Carolina, is one of Harvard's prominent psychologists. He is a native of Lincolnshire, England, and was educated at Cambridge and Oxford. He has published six books in the six years that he has been in America. Duke University, with its vast resources, is sure to make inroads on the faculties of the leading universities of the country.

Character Chats

By JOSEPH B. EGAN, A. M.

Vacation Growth

VACATION is near at hand. The question comes up at once: What are you going to do with it? I go away to Maine nearly every summer. When I leave my garden is nicely trimmed and all the weeds are removed. When I come back grass has grown into the flower beds and weeds stick their heads up high above the flowers. I think weeds are the easiest things to grow in all the world. It is too bad that apples and cherries and potatoes and wheat and corn do not grow on weeds instead of on plants that have to be cultivated. However, nothing grows on weeds except trouble. Now what has all this to do with vacation time? All of you are just like my garden at home. Your teachers have kept you nicely cultivated. They have tried to keep down the weeds and let nice little arithmetic plants blossom, and nice little geography plants bear fruit and so on down the line. I am afraid that with teacher not on the job this summer all the weeds will have to do is just grow.

Remember there is a public library close at hand where you can get books that tell wonderful stories that are worth reading, and there is a church around the corner where somebody waits to tell you about the land of the spirit, and your mother wants to tell you things that are good for you if you will only take the time to listen to her. The big thing, however, is this: No matter how you spend your vacation, be good! Don't listen to bad stories. They hurt your character. Don't disregard the rights of others. It hurts your reputation. Don't smoke cigarettes. They hurt your lungs.

In closing I wish everyone of you a most delightful vacation and even if you do come back with some of our little flowers overgrown with big weeds we'll forgive it all and start right in setting our gardens in shape again.

Cutworms

LAST week I planted a dozen tomato plants. I had a vision of great rambly branches with here and there a little golden flower and here and there, also, a lovely scarlet globe of fruit shining like a soft ember through the heavy green of the rich leaves. I was justified in this vision, for any tomato plant, raised from good seed, properly planted, properly cared for, and properly trained will produce just the results I have described, but, alas! there is a wide gulf stretching between visions, those far-off things that the soul sees, and realities, those near-by things the hands can grasp. The very night I set out my tomato plants a cutworm rose from the earth and murdered one.

Tomato plants are not very different from human beings. Both require good parentage, good growing conditions, good care and good training. Both, also, have cutworms that rise up from the earth to murder them in their infancy. The tomato cutworm is a tough, gray slug that rolls itself into a ball when disturbed. It has jaws in which lurk devastation and death.

The human cutworm is an evil habit of some sort or another; a tough, ugly specimen to look upon. In its jaws, also, lurk devastation and death.

The Garden of the Soul

SATURDAY I spent all day planting shrubs and roots around my new home. I planted lilac bushes in one place and forsythia bushes in another, and blue wistarias beside the front door and white wistarias beside the back door. If you were to come out to my house today and see these shrubs you would be apt to exclaim: "What? Those things! Why, they are nothing but old brown twigs." You might even go away feeling that I had wasted my time. But just wait a year or two, these same brown twigs will be scrambling up the side of the house and spraying a fountain of green leaves over the lawn. And in the spring! Then is the time when the brown twigs will pay me back with a riot of color and perfume and lovely shapes, for then is the time when the flowers come to visit the earth for the purpose of making men and women happy.

But I am not the only one planting brown twigs. We are all doing it all the time, for each one of us has a garden in his soul in which he digs and hoes and plants and pulls up and waters, sometimes with tears. What a wonderful thing this garden is, all fenced in in our own souls, away from the eyes of a prying world and yet not altogether fenced in, either, for every now and then the perfume of some lovely flower blooming in our garden is wafted out of us and into the life of someone else; and, often, when we least expect it a beautiful hollyhock or sunflower pokes its head right over our garden wall and people see it and stop to admire it and whisper together and then go on their way smiling. After such an

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experience if we could but know the nice things that are said we might hear such things as these:—

"Say, Jim so-and-so is a mighty nice fellow! Do you know what he did yesterday?" or something like this:—

"That was a mighty honest thing Bill so-and-so did. Let us tell you about it," or something like this:—

"I think Mary so-and-so has the sweetest smile. I just love to watch her," or something like this:—

"You never hear Agnes so-and-so complain. She is one of the dearest girls I know."

But that isn't all, girls and boys. There comes a time in the evening of our lives when we love to walk alone in the Garden of our Soul; no, not alone, for Another is with us with Whom we talk as we walk. It is mighty pleasant to take Him up to some noble flower that we have cared for and brought into blossom and hear Him say: "I have watched you develop that flower. It is so beautiful I have come when you slept and taken slips from it that I have planted in the gardens of others, where they bloom today in your honor."

There is nothing truer than this: As we sow, so shall we reap; weeds from weed seeds; flowers from flower seeds; love from love; smiles from smiles and good deeds from good seeds sown in the Garden of the Soul.

The Reflection

THE other day as the train approached Boston it came to a spot where the farther bank of the Charles River was lined with beautiful trees. The river itself was calm and smooth and reflected the violet trunks and twisted limbs as perfectly as a mirror made of glass.

Because the train was high on a hillside the tops of the trees were about on the level of my eye. As I looked past them I saw a scene of desolation, a dump in which was scattered heaps of ashes and old discarded things, while in the far distance the brown bulk of factories steamed in the sun.

There was nothing inspiring or beautiful in the real background of those trees. But when my eye dropped to the reflected trees it looked far beyond them into the limitless depths of sunlit sky. Gone were the sordid things of the waste land, gone were the huddled factories, gone all the evidence of man's bitter struggle for life and happiness.

Against the dark background of dump and buildings the trees looked dull and uninteresting, but against the reflected background of the sky they looked rich and glorified.

Is not this true of the lives we live? Often the real things about us, our physical backgrounds are dull and uninspiring. We need not, however, lead dull and uninspiring lives, for we can set our days against another background, a background of spiritual things, as limitless and true and beautiful as the spacious skies. Across the great background of the soul will come on noble, sweeping wings, the doves of happiness, the eagles of real victory. Cheerfulness, like shafts of sunlit happiness, will touch to gold the edges of the far clouds where noble thoughts and hopes and aspirations well up in fleecy folds.

At night, in times of darkness and despair, when our physical background takes on a tone of mystery and fear, and unhappiness slinks like a prowling thing across our hearts, what a God-given joy to drop our eyes to that spiritual background where in the depths of our Father's love gleam and glisten the steadfast stars of truth.

Singing in the Rain

JUST before the last storm I heard a swamp sparrow singing near a little lake. I was so surprised and pleased that I stood for a long while and listened. I knew the little fellow had flown up from the southland several weeks earlier than usual. I said to myself: "Why has he come when winter still lingers? Is he so sure that spring is near at hand that he is willing to take the risk of snow and storm? I wonder if he understands how much joy he has brought with him, and how many people will stop and listen and then pass on with a smile and a memory that will lighten the whole day?"

When the great storm came, a few days later, with snow and wind and bitter cold, I wondered at night what had become of the little song sparrow that loved our cold New England more than the sunny South.

You can imagine how pleased I was this morning, as I came along, to hear his same cheery little song. He had lived through the snow and the cold and was just as happy as ever in spite of all he had suffered. The wonderful part of it all was that he was singing in the rain. His feathers must have been all wet, and he must have been cold. His song, however, was just as cheery as ever and as full of hope and happiness. It came to me that it takes a good deal of courage to sing in the rain. How many of us ever do? Trouble comes along and we are pretty apt to feel discouraged and unhappy about it. How much better it would be at such times to sing a little, not out loud, perhaps, like the swamp sparrow, but in our hearts where all the real songs of cheerfulness are sung?

EDUCATION IN ACTION

Girls Must Swim To Get Diplomas

Only girls who can swim will receive diplomas from Girls' Commercial High School, Brooklyn, N. Y., it was announced by the principal, Mrs. Evelyn W. Allen. In the twenty-five-yard pool in the new school building a swimming class has been a part of the regular physical training instruction. By June, when the new ruling becomes effective, the ability to swim will be so common, according to Mrs. Allen, that all the eighty-five girls in the graduating class, excepting those incapacitated, will have passed the requirements. Those incapacitated will be excused by a doctor's certificate. "The ruling will be an incentive to make the girls learn to swim and it will be a requirement not different from others in the physical training courses," Mrs. Allen said.

President Little Warns Auto Drivers

One student killed, another probably disfigured for life in a recent automobile accident, has spurred the University of Michigan to action in curbing irresponsible student drivers. One more effort is to be made and if it fails, President Clarence C. Little intends to prohibit student-owned automobiles on the campus. Rigid enforcement of the present rules has begun, with extra heavy penalties for infraction. The regulations bar the owning or operating of automobiles by freshmen and sophomores and by upper class students who fail to maintain a C average, and stipulate that students under twenty-one years of age must obtain parental consent. All cars must be registered in the office of the dean.

Better Standards For School Buildings

Increased knowledge of the effects which the selection of a school site, arrangement of rooms, sanitation, ventilation, heating, and general hygiene of a school building have on the health and school progress of children, has practically revolutionized our ideals in regard to building and equipping schoolhouses, according to the United States Bureau of Education. When large buildings are contemplated, trained specialists in school architecture are employed and modern ideals are embodied in the school building which results. "Public school grounds, well located and well kept, with beautiful and appropriate buildings, are a striking evidence of the intelligence of the community and its interest in education," the bureau declares. "A good school is an asset and pays good dividends to any community. Generally, a beautiful and convenient school building costs no more than an unsightly one. The difference is in wise and careful planning."

Girl Will Enter High School at 9

Vergie Lee James, eight-year-old pupil of a country school near Tilden, Neb., expects to enter high school when she is nine. Vergie recently passed the state examination given for seventh and eighth grade pupils with an average grade of eighty-six per cent. Her teacher expects her to complete the nine subjects required for the eighth grade next year, and be ready for high school at nine years of age.

Long Island University Opens in September

Long Island University, a non-sectarian, co-educational, privately endowed institution, will open for its first registration on September 14 next. A permanent location for the university has not yet been decided upon, but during the coming year the institution will occupy temporary quarters in the new Chamber of Commerce Building of Brooklyn. Ralph Jonas, president of the Chamber, will be chairman of the board of trustees, and George Robert Hardie will head the faculty of the College of Arts and Sciences. The university was provisionally chartered by the regents of the University of the State of New York on December 9, 1926.

Night Classes Have Record of 68 Years

With the exception of but one year at the outbreak of the Civil War, St. Louis's night schools have been in continuous session for sixty-eight years. While night courses were offered in five schools with an enrollment of 856 in 1858, instruction is now given to 10,000 students nightly. In recent years night schools have rapidly expanded, according to officials, drawing heavily from all classes. Ages of students range from fifteen to sixty-five years, with the average age about twenty-four.

System of Light Signals Guards School Children

Springfield, Mass., has inaugurated a new system of electrically controlled light signals for safeguarding pupils as they go to and from school. The first system has been placed adjacent to a schoolhouse which is in a heavy traffic district. So far as known, it is the first signal system to be devoted to this particular phase of safety work in the country. It is operated from a control box at the curb, so located as to command the situation.

PHOTOGRAPH YOUR OWN SCHOOL! THE WILLSON-WAY

Photographs are fast becoming a means of identification and character study.

Our Simple Plan eliminates the need of a skilled photographer, as teacher or pupil can operate the camera successfully, and at such periods as may best suit class schedules.

It Is Lots of Fun and arouses interest as nothing else can.

A Willson-Way School Camera loaded with film for 500 pupils is mailed to your school with a few simple directions as to its use.

Price of photos 5 cents each

THE WILLSON-WAY, 1955 Massachusetts Avenue, Cambridge, Mass.

Scholarship Can Be Thrilling

Scholarship can become just as exciting to an undergraduate as football or dancing, according to Max Mason, president of the University of Chicago. He believes it is the duty of American colleges to make scholarship just as attractive as possible. Permiting undergraduates to delve into research, during which they may rub shoulders with the big men of the colleges, President Mason said, was the most practical way of developing the thrill of scholarship. This method, he said, had been adopted at the University of Chicago.

Students Fast For Flood Relief

Two hundred girls and boys attending the New York Preparatory School, Brooklyn, N. Y., voluntarily went without their luncheons one day recently, contributing the money they would have spent to the relief of the Mississippi River flood sufferers. To take their minds away from thoughts of juicy steaks and steaming soups, the students arranged an entertainment during the noon hour.

Duties of Household Should Be Learned at Home

In home economics education, substitutes for real homes should be used only where and as long as the homes cannot be used, declares the Home Economics Service of the Federal Board of Vocational Education. "Obviously," the Board states, "under real home conditions only can the girl meet all the difficulties that normally arise in doing a home-maker's job." It points out that such a task as doing the family washing at home under home environment and with other members of the family to interfere or to be managed, is considerably different than washing and ironing a few tea towels, napkins, curtains, and occasionally a tablecloth at school. It must always be kept in mind that the work of the home is under the direct management of the mother and that her co-operation must be secured before any home economics education project may be undertaken.

Rutgers Seniors Vote Mussolini Greatest Man

Although President Coolidge is considered the "biggest man in America" by the senior class of Rutgers University, he was second to Mussolini in the class vote for "the biggest man in the world." The Italian statesman received thirty-two votes, as against seven for Mr. Coolidge and seven for George Bernard Shaw. Henry Ford was named as the second "biggest" man in America. Sixty-seven members of the class favored Mr. Coolidge over Governor Smith of New York in the choice for President, Smith receiving eighteen ballots.

Two Teachers Refuse Back Pay

The members of the Board of Education were surprised recently when two women public school teachers in New York City refused to accept back salary for four years, paid them by the board in accordance with a court decision. The teachers were Miss Margaretta Taylor and Miss Florence J. Clark, both visiting teachers. Miss Taylor sent the board a check for $3,004, more than the amount of her salary for a year. Miss Clark's check was for $1,623. In forwarding the money to the board, the two teachers said: "We believe in recognized standing and adequate compensation for visiting-teacher work. We did not, however, join in the suit to recover back salary for this period, on the ground that we had agreed, on accepting our positions, to do the work, however hard, for a certain sum, however inadequate, and no legal technicality could make us reinterpret the terms of our original contract. Our convictions remain unchanged and we, therefore, cannot conscientiously accept the money."

AN INTRODUCTION TO BIOLOGY

Alfred C. Kinsey, Indiana University

Readers of the Journal of Education will hardly get a better idea of this text than through the following review, which appeared originally in the Journal of Education, November 29, 1926:—

THIS is one of the most fascinating books we have seen in many a month. While it deals directly with the subject in hand and never strays from it there is scarcely a sentence that is not attractive to any reader old or young. The hundreds of illustrations make the book interestingly informing, and the revelations about life are as appealing as a series of miracles.

Technical terms are avoided wherever possible. The author has told stories in places, just as he has told stories to the boys and girls of classrooms, camps and trails. He has applied biologic principles to the incidents of every-day life.

He presents a unified and synthetic biology in which the emphasis might be placed upon phenomena common to both plants and animals. "A course that considers plants and animals in succession is botany followed by or combined with zoology, and not a unit biology. It has not always proved possible to emphasize plants as much as animals, chiefly because we ourselves are not plant but animal organisms, and because the phenomena of instinctive and intelligent behaviors are as peculiar to the animal kingdom as photosynthesis is to the world of green plants." He emphasizes the resemblances rather than the differences in plant and animal structures and processes. General principles illustrated by specific instances have been presented instead of types incidentally linked with general principles.

"While believing it a mistake to test the importance of knowledge by its known, dollar-and-cents application, and consequently to confine an introductory study of any science to its economic and civic aspects, he has not avoided practical applications wherever they are known.

"The inclusion of certain phases of ecology, and of an extended treatment of distributional biology and behavior, is perhaps a new departure in elementary texts. The organization of the material on metabolism, on epidemics, and on simple, instinctive, and intelligent behaviors, and the formulation of the scientific method, are even more distinctive features. Throughout the book the illustrative instances are often drawn from personal observations. **Perhaps one-half of the material has never before appeared in any High School text."**

The half-tone figures and the drawings in this text represent the work of about two hundred and fifty artists and photographers. It would be difficult to estimate the time and effort involved in securing picture records of such a diversity of phenomena, representing so many American life zones, and even something of the continents of the world.

An especial attempt has been made to secure scientific precision. As far as possible, original sources rather than the standard textbooks have been depended upon for data.

We say in closing this brief and wholly inadequate notice that this Introduction to Biology is one of the most important scientific texts for high school use that we have seen.

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French Girls Prefer Trades

French girls prefer dressmaking, millinery and similar "women's work" to the "dressed-up" jobs of stenographer and saleswoman. A third of the Paris girls graduated from trade schools are dressmakers and only one in twenty-five seeks training as a stenographer or secretary. Girls outnumber the boys two to one in these schools, which graduate approximately 1,000 well trained young persons each year.

Home Work for Pupils Finds a Stern Critic

The home work of school children is in the nature of "overtime mental labor," according to a resolution recently adopted by the Milwaukee Federated Trades Council, and is called "detrimental to the health of children." The resolution further states that "the Federated Trades Council, composed of the representatives of more than 100 affiliated unions, does not only go on record against, but most emphatically disapproves of, the practice of home school work—overtime mental labor—being requested of the children in the grades of our public schools, and it most sincerely urges the Milwaukee School Board to adopt a ruling for the purpose of definitely eliminating all home school work—overtime mental labor—in all school grades, so that the health and the physical and intellectual development of the child will be fully protected."

Natives of State on Carolina School Boards

That eighty-three per cent. of the members of county boards of education in North Carolina are natives of the state is indicated by a study of the development and present status of the county board of education, made by Rawleigh Lewis Tremain of the University of North Carolina. The median age of the members is approximately fifty years, and their education ranges from one with no formal schooling to thirty-one who are college graduates; practically all are members of the church. More are connected with farming or merchandising than with any other occupation. The median value of property held by them is $15,735, and the median annual income is $2,781.

Decide Peru Has Oldest American University

At the Pan-Pacific conference on education, reclamation, rehabilitation and recreation held recently at Honolulu it was decided that Peru could rightfully claim the first university established in the Western hemisphere. Such was the verdict after a three-cornered dispute for the honor by Peru, the United States and Mexico. Peru's university won by twenty years.

Shakespeare Holds Own Against Jazz, Baker Finds

Shakespeare still ranks as a hit on the boards, despite jazz tendencies of modern youth, Professor George Pierce Baker of Yale asserted recently in his capacity of executive chairman of the American Shakespeare Foundation. He reported that forty-one colleges, representing more than 50,000 students, officially were participating in the international movement to rebuild the burned Memorial Theatre at Stratford. Seventy-two secondary schools throughout the country are also co-operating.

Many Unfit For College

Half of the American boys who will go to college next fall would be better off if they went into business, says President Faunce of Brown University. He figures that fifty per cent. of the boys who go to college fail to graduate, "not counting the thousands who, though they do graduate, waste four precious years and receive no benefit commensurate with the time and money spent."

Schools Receive Navy Airplane Engines

In accordance with an act of Congress of February 14, providing that properly accredited educational institutions be given obsolete aircraft or parts of aircraft for use in their aeronautical courses, but not to be used in actual flight, the Department of the Navy has made its first issue of obsolete aircraft engines to the University of Nebraska and the Worcester Polytechnic Institute.

Workers Enter Carnegie Tech

More than 1,100 firms in the Pittsburgh district are represented by employees among the 3,600 night students enrolled this year at the Carnegie Institute of Technology. The registration is the largest in the history of the institute and is more than three times the night student enrollment of five years ago.

49 Scholarships Go to Norsemen

Dr. Henry Goddard Leach, president of the American Scandinavian Foundation, recently announced awards of traveling scholarships of an aggregate value of $70,000 to American students for study abroad and to students from Norway, Sweden and Denmark for study in the United States. Fifty-five scholarships, ranging in value from $1,000 to $1,500 each, were

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I only wish I could tell all teachers about them, but I can't, so I'll just tell you.

Sincerely, I am,
Doris Misenheimer

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ARLO	.55	PATHWAYS	.80

BY BERTHA B. AND ERNEST COBB

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granted and five honorary fellows were named, making the largest number of scholarships awarded in a year in the history of the Foundation, which was established by the late Niels Poulson, of Brooklyn, in 1911. Eleven American students were appointed. From Norway sixteen will come to the United States, including three honorary fellows; from Sweden nineteen and from Denmark fourteen.

Mr. Moyer Elected Association Head

James A. Moyer, director of the Division of University Extension of the Massachusetts Department of Education, was recently elected president of the National University Extension Association. A. H. Yoder, of the University of North Dakota, was elected vice-president, and W. S. Bitner, of Indiana University, was elected secretary-treasurer. Mr. Moyer has been secretary-treasurer of the National Association for the last six years. Forty-three institutions are represented in the association, among them some of the oldest and most prominent in the United States, including Harvard University, Columbia University and the University of Chicago. It was organized for the purpose of promoting adult education through university extension work.

Four-Year Course At New Jersey Normal

Establishment of a four-year course at the Montclair Normal School for training high school teachers was approved by the New Jersey State Board of Education. The course will begin in September, and as soon as possible the training of elementary teachers at Montclair will be discontinued. Education Commissioner Logan said he would ask that the names of both the Trenton and Montclair Normal Schools be changed to teacher colleges. A four-year course for elementary teachers has already been instituted at the Trenton Normal School.

Film Leaders Found Their Own Academy

Sponsored by film leaders and embracing every branch of the industry, the Academy of Motion Picture Arts and Sciences has been launched in Hollywood, Cal., with the official approval of Will H. Hays, president of the Association of Motion Picture Producers and Distributors. Its president is Douglas Fairbanks. Plans of the founders include the erection of an academy building, bestowal of awards of merit for distinctive achievements, interchange of constructive ideas among members and co-operation with colleges and universities in their recognition of motion picture making as a distinct art.

TREND OF THE TIMES

SMALL HOUSES are much more in demand today than big houses, due to the automobile, according to Secretary of Labor James J. Davis. The purpose of the big house was to entertain guests, but now people no longer visit each other as they used to do, he declared. It is not only the worker who now wants a small house, but practically all. "We all have a better use for our time than visiting," he said, "and the type of modern house is just big enough to serve as a home for each family."

HOLLAND WINDMILLS are threatened with extinction by modern inventions, which are supplanting these primitive engines. In a period of three years the low countries were deprived of forty-five per cent. of these most picturesque landscape features. The Society for the Preservation of Windmills declares that at this rate it is obvious that in a few years most of these structures will have disappeared, save such as may be preserved as national monuments.

RELIGIOUS SENTIMENT in Russia has shown an increase with the building of many new churches in spite of the campaign by the soviet government to suppress religion. Such churches are generally built by common contributions from factory workers and others. Soviet newspapers upbraided the various clubs and societies in interest for allowing the religious spirit to dominate the people.

SCIENTISTS NOW can determine your race by weighing your hair tests at the University of Chicago have shown. Using ten strands, each of the same length, the investigators found that the hair of Mongolians is heaviest, that of the Caucasians next, and the Negroes' is lightest, partly because of the large number of air bubbles it contains.

MORE THAN eighty per cent. of the world's total motor vehicles are owned in the United States. Taxes paid by the motor vehicles in 1925 amounted to $667,000,000. One person in every forty of our population is engaged in this industry.

ANNUAL TRIBUTE of 1400 francs (about $56) has been paid by Andorra, the tiny republic in the Pyrenees, to its two "co-princes," the President of France and the Roman Catholic bishop of Urgel, Spain. For 649 years Andorra has paid tribute and enjoyed undisturbed sovereignty in its mountain valley. It became a republic in 1806 under a constitution granted by Napoleon. The population is about 5,200.

PLANS for a coastal highway 200 feet wide to extend from Maine to Florida are taking practical shape. It is probable that the road would connect with the Dixie and Lincoln Highways. The expense would be borne by the cities, counties and states through which it passed and by the Federal Government. Surveys have already been authorized by a number of counties and states.

SMOKE COSTS people of the United States $1,879,000,000 a year, according to an expert's estimate. This is equivalent to about $16 for every man, woman and child in the country. In America's smokiest city (not Pittsburgh) every square mile was covered last year with 775 tons of soot which fell from the air. In the smokiest districts, it has been estimated, the soot particles breathed every hour by city dwellers would, if placed in a row, extend for a distance of nine miles.

PENSIONS PAID by the United States Government since 1790 total more than $7,000,000,000. Last year more than $200,000,000 was paid out. The Civil War's pension bill to date is $6,784,920,604. The Revolutionary War cost $70,000,000 in pensions. The war with Mexico has cost more than $57,000,000, and War of 1812 more than $46,000,000 and the Indian Wars more than $29,000,000. There are twenty widows of veterans of the War of 1812 alive and receiving pensions.

BY GOVERNMENT order, all the railroads are being equipped with automatic train control devices. More than 8,000 miles have already been equipped. The cost will reach hundreds of millions of dollars.

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The BOOK TABLE

EPOCHS OF WORLD PROGRESS. By J. Lynn Barnard of the Pennsylvania State Department of Education, and Agnes O. Roorbach, William Penn High School, Harrisburg. Cloth. 810 pages. New York: Henry Holt and Company.

Nowhere is history portrayed as vividly and picturesquely as here. There are ten Epochs, each an indispensable unit brilliant in its personality and fitting into the complete picture quite nobly. Certainly no authors have taken the range of development of Early Civilization, Greco-Roman Civilization.

The most difficult epoch for any one to write about satisfactorily is from Jesus to Charlemagne. It has never been considered satisfactorily and can never be.

In this book this period of a thousand years is styled "The Age of Fusion." It would be a more popular title to call it The Age of Confusion. The bright spot in it is the end of it.

Feudalism is a more interesting Epoch, and is every way more satisfactory, although it is streaked with many distressing strains of human nature, but these authors make feudalism the wholesome approach to "The Enlightenment" which began about 1650 with the invention of printing, the acceptance of the Arabic Notation, recognition of the rotation of the earth, the discovery of America and the evolution of learning in England. This Epoch is a joy to write about and think about. The Age of Colonial Expansion, the Century of Political Revolution, Scientific Progress and Social Reform, Imperialism and Conflict, and the present Age of Internationalism.

The short chapters are the first and last, 45 pages and 35. The three longest are those on Enlightenment, Expansion and Political Revolution, each about 100 pages.

AUSTRALIA, THE PHILIPPINES AND OTHER ISLANDS OF THE SEA. By Frank G. Carpenter. Cloth. Illustrated. 432 pages. New York, Cincinnati, Chicago, Boston, Atlanta: American Book Company.

This is the final number of "Carpenter's New Geographical Readers." This series has lost none of the thrill of travel with which the original "Carpenter's Geographical Readers" charmed children for twenty years, and many of the latest pedagogical attractions for the aid of teachers and children have been added. Dr. Carpenter made geography a joy instead of a task. In the "New Geographical Readers" the human interest has been heightened. The pupil is shown how the various countries and peoples are associated with the United States in the life, work, and trade of the world, and how they are related to him as a patriotic American citizen.

During the twenty years since the original volumes were written, Mr. Carpenter traveled more than one hundred and fifty thousand miles in foreign lands, taking notes and photographs with a view to this revision. He visited practically every island group described in this volume, making his several journeys along the routes followed in these imaginary tours with the children.

The original form of the books, that of personally conducted travels over each continent, has been retained. In company with the author, the child himself goes from island to island, visiting the people in their cities and villages, on their farms and in their factories, finding out how they live and work.

The search for this knowledge provides the reason for the travels; and this fact is made more prominent by a series of questions, worked out in connection with tables at the back of the book. These present a practical teaching outline, and give the pupil a vivid impression of every country, its people, and its trade, resources, and industries. By constant comparisons with familiar things at home, he is taught to visualize other lands and the part they play in the great world in which he lives. Patriotism and loyalty to America are particularly stressed, and the pupil is made to feel the importance of his own land, and his part in it as a young citizen.

THE UNIVERSITY AFIELD. By Alfred Lawrence Hall-Quest. Cloth. 292 pages. New York: The Macmillan Company.

Of the many books and magazine articles on "Adult Education" none approaches the subject as deliberately and searchingly as does Dr. Hall-Quest, who has had behind him the Carnegie Corporation that never puts one foot on the retarder, and Dr. Hall-Quest never rushes into print with any half-baked ideas picked up on the run. This book is largely devoted to an exhibit of what he does not know, what no one knows as he should know it in order to draw safe conclusions. It is as refreshing a study of the trend of the times as we have seen.

Adult education is the most indiscriminate expression that modern education has evolved. It ranges all the way from activities among the illiterate mountain whites of Piedmont country to belated university courses. Dr. Hall-Quest confines his study to university extension of all shades and tints of seeking knowledge.

Speaking for his present purpose Dr. Hall-Quest says: "The university of an elder day wrapped itself in monastic seclusion and waited for those who sought the benefits of the higher learning to scale its academic walls. The university of today takes the higher learning out on the highways and byways, offering its benefits to all who will receive them. If there are those who cannot come to classes, it takes its classes to them. Tens of thousands in the United States are continuing their education through university extension, completing the education begun on the campus and interrupted because of economic pressure, and fitting themselves for professions and careers otherwise closed to them."

It seems not too much to say that "The University Afield" is the first real attempt to tell the general public as well as the educational student what is being done by the universities in the saddle, where they are doing it and how. It is a book without a knowledge of which no one has any right to talk or write about adult education.

THE ROMANCE OF WORDS. By Ernest Weekley. New York: E. P. Dutton.

If you enjoy the origin of words as we have enjoyed these revelations from childhood you will thank us ever more for calling attention to "The Romance of Words," which is full of suggestions like these: *Dexterity* has the right hand in mind while *sinister* suggests the left hand. *Salary* is an allowance for salt. To *insult* is to "jump on." We were taught that *Cambridge* was from the bridge over the *Cam*, but now we know that the river was renamed for the town which was *Cantabryge*.

Culvert has been in use for one hundred and twenty-five years, but there is guess as to where it came from or why it ever came.

Grocer—engrosser—one who bought wholesale. *Parker* was a park keeper. *Lorimer* was a harnessmaker, *lorum* being a thing of leather.

This is a remarkably interesting book, one we would not have missed for a good deal.

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GRINS BETWEEN GRINDS

When Silence Was Golden

There is a little newsboy who has the making of a diplomat. The other day an old gentleman came up to him and asked:—

"C-c-c-an you t-t-tell me w-w-when the t-t-train leaves for S-s-s-an Diego?"

The lad looked at him long and earnestly, but did not answer. The old man repeated his question, but as the lad still remained dumb, he turned away in disgust.

A baggageman standing nearby, who had observed the proceeding, asked the lad: "What's the matter with you? Why don't you answer the old fellow?"

"W-w-w-hat d-do you w-w-w-want me to d-d-do? G-g-get my b-b-block knocked off?"

Lancashire Lads

When the mills were closed for the annual "wakes," two Lancashire men went to London on holiday. They parted for a time, and one wandered into a swell restaurant in Piccadilly. He asked the waiter for some bread and cheese, and "a' onion."

Coming out of the gilded place, he met his mate and said: "Ee, lad tha mast be hoongry; tak' my advice and go in yon place and have some bread and cheese and a' onion."

"Nay, lad," replied the other. "I'm meeting my girl at the Choobe presently, and I don't want my breath to be nasty like."

"Don't worry," cried the first, "when tha sees t' bill, lad, it'll tak' tha breath away!"—The Vancouver Province.

Some Money

I am twenty-five cents.

I am not on speaking terms with the butcher.

I am not large enough to purchase a box of candy.

I am too small to buy a ticket to the movie.

I am hardly fit for a tip—but believe me, when I go to church on Sunday I am considered some money.—From Humane Review.

Did His Best

"I want my hair cut, and no talk," said a sixteen-stone man as he walked into a barber's shop and sat down.

"Then——," commenced the man in the apron.

"No talk, I tell you!" shouted the heavy man. "Just a plain haircut. I've read all the papers, and don't want any news. Start right away now."

The man in the apron obeyed. When he had finished, the customer rose from the chair and surveyed himself in the glass.

"Good heavens," he exclaimed. "It's really true, then? You barbers can't do your work properly unless you talk."

"I don't know," said the man in the apron. "You must ask the barber. He'll be in presently. I'm a grocer's assistant come in for a shave."—London Mail.

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JOURNAL MAIL BAG

The Stubborn Things

Editor, Journal of Education:—

Your journal is always good, and I hope I may escape castigation for conceit when I say that I am good, too; for I am your, perhaps, unique reader—I am not a teacher, never have been a teacher, never shall be a teacher. I read your excellent journal because I am an amateur of education. I am interested in education. I wish I might know whether, in the fullness of time, education will not civilize us, make us people worthy of life, worthy of living.

An interesting article in your May 2 issue by Frederick J. Reilly sent my memory swinging backward to the troubles of my grammar school days, and I am able to tell you quite truthfully that many of the facts I best remember now are the ones that I did not know at the moment in which some teacher demanded instant proof of knowledge. Once I was kept in because I did not know the name of the capital of Montana. The next day I knew it. I never forgot it. It does not, now, seem to me of breathless importance to know the name of the capital of Montana; as a matter of sorrowful confession, it does not seem to me of breathless importance to know any one of an assorted million of facts—and for this I may be penalized by failing to land my screed and my name in your letter bag! The important thing, it seems to me, is to know where to go for your facts when you need them—and to go. For facts, as in the old "gag," are like donkeys—facts are stubborn things.

What I am trying to say, in the thought that there may be many children whose minds work as mine did, is this: When I was a child my facts, in many subjects, refused to come upon call. But the next day, donkeys no longer, they were like trained cavalry horses, lined up in solid formation, ready for drill. When examination time came round the questions to which I was able to turn in perfect answers were the ones in which I had failed in class. The very points on which I had failed were the ones that were burned into my memory.

It must be admitted that my argument, if any, falls down right here. Any teacher at all will immediately say that if such a child as I was had been sufficiently consistent in failure he would have accumulated a positively dangerous amount of information. But not so. As Mr. Reilly points out, when we are children we do not really want to use our brains—it hurts.

And yet, what, in all seriousness, about the things the children know—the next day?

H. Ezra Noll.

Buffalo.

Answers to "What Is Your Professional I. Q.?"

[Questions are on page 588]

61. Dr. John A. H. Keith, promoted from the presidency of the Indiana, Pa., State Normal School.
62. Laidlaw Brothers, Chicago.
63. Promoting the use of educational films in classroom work through the Eastman Kodak Company.
64. Mrs. Francis E. Clark through the Victrola and Orthophonic.
65. Louis Agassiz of Harvard.
66. Amy Lowell.
67. Professor P. G. Holden.
68. Carleton W. Washburne, Winnetka, Illinois.
69. Florence Hale, State Department of Maine.
70. A. O. Thomas, State Commissioner of Maine,—Toronto, Canada.

Meetings To Be Held

JUNE.

20: American Library Association, Carl H. Milam, 86 East Randolph St., Chicago, Ill.; Toronto, Ontario.

JULY.

3-8: National Education Association, Seattle, Washington.

5-7: School Garden Association of America: Emilie Yunkers, Louisville, Ky.: Seattle, Washington.

AUGUST.

7-12: World Federation of Education Associations, Toronto, Canada.

SEPTEMBER.

6-9: Massachusetts State Normal School Teachers Association: Grace Fickett, State Normal School, Westfield, Mass.; Bridgewater, Mass.

26-October 1: National Safety Council: William H. Cameron, 108 East Ohio Street, Chicago, Illinois; Chicago, Illinois.

OCTOBER.

3-7: Playground and Recreation Association of America: Howard S. Braucher, 315 Fourth Avenue, New York City; Memphis, Tennessee.

12-14: Wyoming State Teachers Association: B. H. McIntosh, Cheyenne H. S., Cheyenne, Wyo.; Cheyenne, Wyo.

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